Performance-Based Professional Growth



Vancouver School District is committed to

the belief that all teachers are life-long learners, dedicated to the profession,

and committed to excelling in the practice of teaching.

Ed Wilgus & Starla Manchester

ewilgus@vansd.org & smanches@vansd.org

Human Resources/Professional Development
Vancouver School District
Vancouver, Washington



Select, develop, and retain staff members who will grow as professionals to make our system more personal, responsive, and effective for ALL children.

Background

- State Initiatives
- Vancouver School District Initiatives
- Concept
- Implementation Strategy
- Special Considerations



State Initiatives

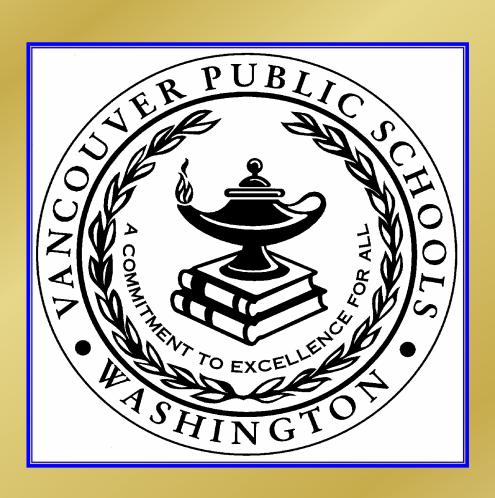


 Performance-based Certification (WAC 180-78A)

Professional Certificate Program

Performance-based Recertification

VSD Initiatives



old Mode,



- **■**subject matter knowledge
- professional preparation
- **Meffort** toward improvement
- **⊠**instructional skill
- **⊠**interest in teaching students
- **\(\text{L}\)** classroom management
- student discipline
- **™**general school service



- evaluation and administrator driven
- •a year at a time
- occupationally separate

Knowledge & Curriculum **Assessment & Technology** · knowledge of subject matter · life-long learning · professional preparation ·conducting & applying research ·efforts toward improvement · new approaches to student learning state/district EL's · use of data · learning objectives · use of technology · developmental characteristics standards · cultural heritage **Student Learning** Classroom Management · instructional skill ·classroom organization & management ·interest in teaching students ·student discipline · district instructional practices · professional classroom practices · use of total learning resources quality learning environment preparation for substitutes ·environment **Educational Leadership & Professionalism** · general school services ·leadership

professionalism

parent commu



Classroom Teacher

EVALUATION/PROFESSIONAL DEVELOPMENT Criteria and Critical Element Categories

CRITERION #1 - Knowledge and Curriculum: Knowledge of Subject Matter; Professional Preparation; Efforts Toward Improvement; State & District Essential Learnings and Learning Objectives

CRITERION #2 - Student Learning: Instructional Skill, Interest in Teaching Students, District Instructional Practices; Use of Total Learning Resources

CRITERION #3 - Classroom Management: Classroom Organization and Management; Student Discipline; Professional Classroom Practices and Quality Learning Environment

CRITERION #4 - Educational Leadership and Professionalism: General School Service; Leadership; Professionalism

CRITERION #5 - Assessment and Technology: Life-Long Learning; Conducting and Applying Research; New Approaches to Student Learning; Use of Data; Use of Technology

CRITERION #1	CRITERION #2	CRITERION #3	CRITERION #4	CRITERION #5
1.1 Subject Matter	2.1 Lesson Structure	3.1 Interactions	4.1 Parent Communica-	5.1 Professional
			tion	Development
1.2 Prior Knowledge	2.2 Meaning	3.2 Value of Subject	4.2 Student Progress	5.2 Assessment of Lesson
1.3 Pedagogy	2.3 Activities	3.3 Quality of Work	4.3 Collegial Relationships	5.3 Student Information
1.4 Developmental	2.4 Presentation of	3.4 Engagement of	4.4 Volunteering	5.4 Student Data
Characteristics	Content	Learning		
1.5 Student Skills	2.5 Instructional Grouping	3.5 Transitions	4.5 Student Success	5.5 Standards
1.6 Cultural Heritage	2.6 Directions	3.6 Non-instructional	4.6 Substitute Plans	5.6 Instructional Use of
		Duties		Technology
1.7 Instructional Goals	2.7 Verbal and Written	3.7 Student Behavior		5.7 Use of Technology in
	Language			Assessment
1.8 Materials/Resources	2.8 Questions	3.8 Response to Behavior		
1.9 Essential Learnings	2.9 Strategies	3.9 Environment		

Classroom Teachers

Employee: Wilgus, EDWARD	Level: Choose One	Evaluator: Your Evaluator
School Year: 2003	Building: Central Office]

Knowledge and Curriculum (U) Undeveloped (E) Emerging (P) Proficient (D) Distinguished

CRITICAL ELEMENTS Proficient		Skill Definitions	CRITICAL ELEMENTS Distinguished	
		Select the letter that best indicates your skill level		
1.1	Teacher displays solid subject matter knowledge.	UCEOPODO Professional Development desired	Teacher displays extensive knowledge of the subject matter and relationships to other parts of the curricula.	
1.2	Teacher's plans and practices demonstrate understanding of students' prior knowledge of relationships among topics and concepts, and are at the correct level of difficulty.	U ○ E ○ P ⊙ D ○ Professional Development desired	Teacher actively builds upon understanding of students prior knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.	
1.3	Pedagogical practices reflect current research, and knowledge of legal and ethical issues.	U E C P C D C Professional Development desired	Teacher displays continuing search for best pedagogical practices and anticipates student misconceptions.	
1.4	Teacher displays understanding of typical developmental characteristics of age group, exceptions to general	U C E C P C D C Professional Development	Teacher displays knowledge of developmental characteristics of age group, exceptions to the patterns, the	

Levels of Distinction



Each critical element listed under the five areas of responsibility has four levels of distinction. Please indicate your honest perception of your skill level as identified by these descriptors.

Undeveloped (U) =The educator needs to develop knowledge of concepts underlying the critical element. One reason for being *Undeveloped* may be a newly hired educator lacks prior experience with a specific critical element. Addressing the fundamental practices associated with this element will enable the educator to grow and develop.

Emerging (E) = The educator is beginning to grasp the concepts underlying the critical element. Implementation is sporadic and intermittent. Additional learning experiences in this area will enable the educator to become proficient.

Proficient (P) = The educator clearly comprehends and implements the concepts underlying the critical element. Many experienced educators perform at this level while moving toward a distinguished level in some areas.

Distinguished (D) =A qualitative difference distinguishes educators in this category. The educator is a "master" and makes a significant contribution while personalizing the specifics of a particular critical element. Educators at this level are able to conduct mentoring and training so others can learn from their experience and expertise.



- Great teachers
- Prof Dev & teacher driven
- Career at a time
- "Educator"/ occupationally integrated



Concept





Classroom Teacher

EVALUATION/PROFESSIONAL DEVELOPMENT Criteria and Critical Element Categories

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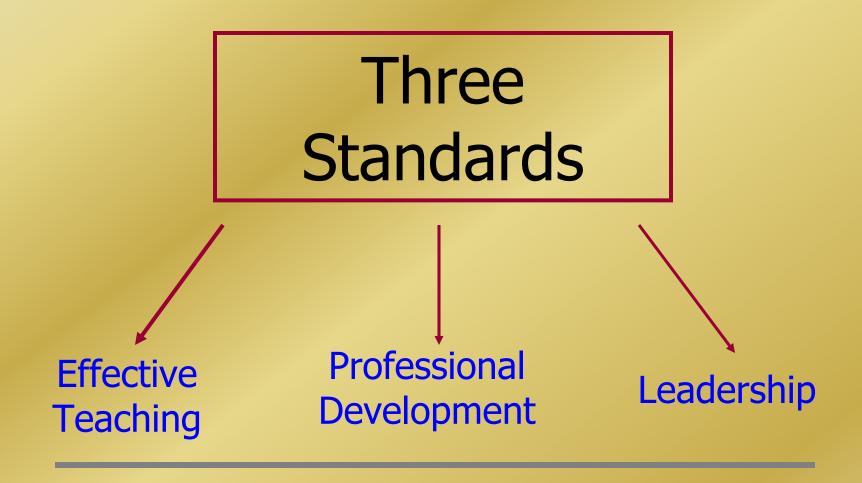
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17 State Criteria

With the Stuart Foundation Career Standards and the 40 VSD Critical Elements

	Professional Certification Standard 17 State Criteria	Career Standards By Marilyn Simpson (Blue Book)	VSD Self-Assessment Correlation
1a)		4) Experience various learning approaches 5) Engage in meaningful learning experiences 6) Be motivated to learn and take ownership of their learning	Correlation Knowledge & Curriculum 1-1, 2, 3, 4, 5, 6, 7, 8, 9 Student Learning 2-1, 2, 3, 4, 5, 6, 7, 8, 9 Classroom Management 3-2, 5, 6, 7, 8, 9 Ed. Leadership & Profess. 4-6
1b)	Using assessment to monitor and improve instruction	8) Use and know how standards of quality assessment are used by others to evaluate their learning 9) Use reflection and goal setting	Assessment & Technology 5-3, 4, 5
1c)	Establishing and maintaining a positive, student-focused learning environment	 Use appropriate learning behavior Participate in a positive, safe, learning environment 	Classroom Management 3-1, 2, 3, 4, 8, 9
1d)	Designing and/or adapting challenging curriculum that is developmentally appropriate	Engage in challenging curriculum Engage in relevant and developmentally appropriate learning Develop effective thinking processes	Knowledge & Curriculum 1.7
1e)	Demonstrating cultural sensitivity in teaching and in relationships with students, parents, and community	13) Demonstrating cultural sensitivity	Knowledge & Curriculum 1.6
1f)	Using information about student achievement and performance to advise and involve students, parents, and community members	10) Be supported in the planning and assessment of their learning by parents, teachers, and other students	Assessment & Technology 5-5
1g)	Integrating technology into instruction and assessment	Become technologically competent	Assessment & Technology 5-6, 7

	Professional Certification Standard	Career Standards	VSD Self-Assessment
	17 State Criteria	By Marilyn Simpson (Blue Book)	Correlation
1h)	Informing, involving, and collaborating with parents and families as partners in the educational process	10) Be supported in the planning and assessment of their learning by parents, teachers, and other students	Ed. Leadership & Profess. 4-1, 2
1i)	Incorporating democratic principles into his/her practice	14) Practice self-management skills 15) Work in collaboration with others 16) Extend content learning into life experience	Classroom Management 3-1, 4
2a)	Evaluating the effects of his/her teaching through feedback and reflection	18) Is a reflective practitioner	Assessment & Technology 5-2, 4
2b)	Designing and implementing personal professional growth programs	19) Uses a professional growth plan	Assessment & Technology 5-1
20)	Remaining current in subject area(s), theories, practice, research, and ethical practice	17) Remains current in subject areas	Assessment & Technology 5-1
3a)	Participating in activities within the school community to improve curriculum and instructional practice	20) Participates in continuous refinement of the instructional program and the overall learning environment	Ed. Leadership & Profess. 4-5
3b)	Participating in professional and/or community organizations	20) Participates in continuous refinement of the instructional program and the overall learning environment	Ed. Leadership & Profess. 4-4
3c)	Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students	20) Participates in continuous refinement of the instructional program and the overall learning environment	Ed. Leadership & Profess. 4-4, 5
3d)	Demonstrating communication skills and/or strategies that facilitate group decision-making	21) Works in collaboration with other professionals and community partners	Ed. Leadership & Profess. 4-4
3e)	Participating collaboratively in school improvements activities	21) Works in collaboration with other professionals and community partners	Ed. Leadership & Profess. 4-3, 4, 5

Implementation Strategy





Vancouver School District

Professional Growth Plan Performance-Based Pilot Project



The Pilot Project	
to Recertification is	a
method to:	

- earn up to 30 clock hours towards renewal of your **Continuing Teaching Certificate** during the 2003-2004 school year
- · design and carry out your own professional growth plan
- · study and learn when courses are not readily available to meet your needs
- · participate in reflective conversations

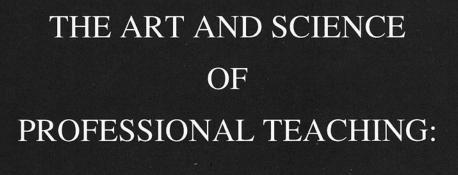
What is involved?

- Attend an informational meeting
- Develop your professional growth plan using a template provided
- Meet with your building administrator at various checkpoints to discuss your plan and to share evidence of completion

		Meet with your cohort	to discuss progress at t ional growth plan that ha	wo interim checkpoints	and share documented	evidence at the end of th	
			Time	line of Events			
Date:	October 6	Prior to October 20	October 20	January 12	March 15	Prior to May 3	3-May
Time:	4:00 - 5:30		4:00 - 5:00	4:00 - 5:00	4:00 - 5:00		4:00 - 5:00
Location:	CEL Room 100		CEL Room 100	CEL Room 103/104	CEL Room 100		CEL Room 100
Event:	Informational Meeting and Beginning to Develop Your Professional Growth Plan Become acquainted with the materials, format, and timeline and begin to formulate your professional growth plan	Collaboration with Your Administrator on Your Professional Growth Plan Arrange to meet with your building administrator and share your plan. Make revisions to your plan based on your discussion. Obtain building administrator's signature announcement.	Sharing of Professional Growth Plans Meet with a cohort and share your Professional Growth Plans Bring an entra copy of your plan with the building administrator's signature approving the plan.	First Checkpoint of Progress In your cohort, share your progress to date including evidence collected and plans for future work.	Second Checkpoint of Progress In your cohort, share your progress to date including evidence collected and plans for bringing your project to conclusion.	Final Evaluation of Professional Growth Process/Reflections After you have finished your professional growth activities, present your documentation and/or ask your administrator to observe the incorporation of the new learning in your instruction.	Sharing of Complete Professional Growth Plans Present to your cohort finished project, evident growth, and associated learnings. Bring an extra copy of your pleted from the Plans Full Screen Professional Growth Plans Full Screen Professional Growth Plans Full Screen Professional Growth Plans Full Screen Plans Full Screen Plans Full Screen Professional Growth Plans Full Screen Plans Full Full Screen Plans Full Full Screen Plans Full Full Screen Plans Full Full Full Full Full Full Full Ful

With the Stuart Foundation Career Standards and the 40 VSD Critical Elements

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A Developmental Model for Demonstrating
Positive Impact on Student Learning

by Marilyn L. Simpson Ph. D.

Standard #4

Students participate in maintaining effective environments for learning

Supporting Strands:

#11 Students use appropriate learning behavior

#12 Students participate in a positive, safe, supportive learning environment

#13 Students develop cultural sensitivity

Strand #11 STUDENTS USE APPROPRIATE LEARNING BEHAVIOR

DESCRIPTION: Students are working in a physical space that makes learning accessible to all learners. The environment is orderly, safe, and arranged to facilitate both individual and group learning.

Students take responsibility for maintaining the classroom environment, learning activities, and interactions with peers. Students take part in deciding classroom rules and consequences and take pride in upholding them. Students' response to own and others' behavior is appropriate to the situation.

Students are able to move around and use the classroom spaces productively for learning. Students know the routines for handling materials and assume responsibility

for care and proper location of materials. Students know classroom expectations, routines, procedures, and proper conduct. Students are able to pursue learning with only a few unproductive disruptions. They are able to recover from disruptions quickly and resume engagement in the learning task.

The classroom structure is neither too strict nor too loose for creative and productive work. Students generally are on-task and move between activities in an efficient fashion with as little time lost as practical. Students are relaxed, laugh, and show enjoyment of their learning without disrupting others or causing unwarranted disengagement from the learning task.

Exemplars of positive impact on student learning

There is evidence that *all students* have the opportunity to:

11a. take part in deciding classroom rules and consequences (in alignment with existing building and district policies)

Performance indicators: (any combination of these)

Direct observation:

- students are working collaboratively with the teacher to set classroom standards, rules, and consequences
- students are consistently exhibiting the standards of proper classroom behavior *Portfolio of artifacts:*
- management plan with rules and standards that students have helped to create with appropriate consequences

Pertinent questions to be answered:

- How are standards and management plans established and matched to student needs?
- How have you shared responsibility for creating, supporting, and maintaining a positive learning environment for all?
- How do the classroom rules and structure reflect the standards and expectations of the district?

11b. know classroom routines and proper handling of learning materials

Performance indicators: (any combination of these)

Direct observation:

- · students follow classroom routines
- students are using learning materials properly
- students are finding needed materials quickly and returning them to their proper place when finished
- students with special needs are able to participate in classroom routines and access needed materials independently

Portfolio of artifacts:

- a plan of the physical space, including furniture, and rationale for layout to match student needs and learning goals
- placement and routines for managing materials and supplies, giving rationale for choices reflecting needs of the students

Pertinent questions to be answered:

- How has the layout of the physical space, including furniture, been matched to the planned learning activities and needs of the students?
- How have you worked with the students to create routines for maintenance and accessibility of learning materials?

11c. understand the need for appropriate learning behavior and choose to change inappropriate behavior

Performance indicators: (any combination of these)

Direct observation:

- student interaction in the classroom is neither too loose nor too strict for creative and productive work
- students are relaxed and enjoying their learning without distracting themselves or others
- students are being told of need for correction in developmentally appropriate manner
- students make appropriate choices of behavior

Portfolio of artifacts:

- philosophy and rationale for correcting student behavior
- communication given to students to inform them when teacher will intervene to correct behavior that is interfering with productive learning
- rules that have been made for student behavior when different types of learning activities are taking place

Partinant questions to be answered.

- How do you determine when the structure is too strict or too loose to meet the learning requirements of the students?
- How do you use information about your students to decide what correction is developmentally appropriate?
- How do you monitor whether student behavior is interfering with learning?
- How do you communicate to students the need for correction?

11d. follow routines for orderly movement within the classroom and make proficient transitions between activities

Performance indicators: (any combination of these)

Direct observation:

- students are moving about the classroom in an orderly fashion
- students are moving between activities in a reasonably efficient fashion

Portfolio of artifacts:

- plan for transitions between activities
- routines used for various learning activities
- · management plan for transitions between activities

Pertinent questions to be answered:

- How have you planned for transitions between activities?
- What are the routines used during different kinds of learning activities?
- How do you manage the transitions between spaces and activities?

Strand #11 STUDENTS USE APPROPRIATE LEARNING BEHAVIOR

Management of the physical environment and the human dynamic within the classroom reflects ideals of the community.



Stages of Professional Growth

The stages are described according to the *developmental learning process* a professional needs to engage in to acquire the knowledge and skills to have an optimal impact on student learning.

The stages are cumulative. Each previous stage must be accomplished before moving to the next.

Beginning Performance

The teacher establishes rules to support learning and arranges classroom furniture, materials, and resources to make learning accessible. Works on students having classroom responsibilities.

Building Knowledge

The teacher knows classroom management issues and theories. Recognizes the value of student participation in making decisions about classroom behavior, rules, and consequences. Is aware that personal values affect management decisions.

Exploring Options Making Plans

The teacher clarifies own personal values that lead to management decisions. Examines classroom models and determines the values they project. Designs plan with appropriate support and consequences.

Maturing Performance

Management plan is put into practice. The students participate in setting rules and consequences. The teacher makes observations. Teacher and students evaluate effects. Determines what is working, what is not, why, and modifies the plan.

Optimal Performance

The teacher continually works to involve students more in classroom management. S/he has a wide repertoire of management strategies and knows how to work with the students to apply them. Continually adjusts management strategies according to students and needs of situation.

C

Professional Growth Suggestions

Strand #11 STUDENTS USE APPROPRIATE LEARNING BEHAVIOR

Building Knowledge

The teacher knows classroom management issues and theories. S/he recognizes the value of student participation in making decisions about classroom behavior, rules, and consequences. S/he is aware that personal values affect management decisions.

The teacher will use research of current literature to...

- recognize it is her/his responsibility to maintain a positive and productive classroom
- · understand basic principles of classroom management
- know circumstances that are likely to promote or diminish a productive learning environment
- clarify own philosophies and the role own values play in making a management plan

Exploring Options/Making Plans

The teacher clarifies own personal values that lead to management decisions. S/he examines classroom models and determines the values they project. S/he designs plan with appropriate support and consequences.

The teacher will explore methodologies with a range of strategies that manage...

- the physical space
- makes learning accessible to all students
- is orderly and safe
- furniture arranged to facilitate productive and interactive learning
- bulletin boards that stimulate and enhance current learning activities
- · materials and supplies
- well-established routines for handling learning materials and supplies
- students assume responsibility for care and location of materials
- · behavior
- standards of conduct are clear and promote positive relationships among students
- students have a role in creating, supporting, and maintaining a positive learning environment for all
- minimal amount of disruptions and time lost correcting behavior
- responses and corrections of behavior are appropriate to the situation and developmental needs of the students
- · on-task activities
- routines that promote active, purposeful, and productive engagement
- directions and procedures are clear and accessible to all students
- instruction is paced so students are on-task at appropriate times
- students know the different procedures and conduct for direct, indirect, cooperative, and independent learning activities
- able to help students recover from interruptions quickly

- transitions between activities
- activities have clear beginnings and endings
- routines to move between spaces and activities in an orderly fashion
- minimal time lost in between

The teacher will plan...

- to work collaboratively with students to set classroom standards, rules, and consequences
- to make layout of the physical space, including furniture, match planned learning activities
- to work with students to create routines for maintenance and accessibility of learning materials
- to share responsibility for creating, supporting, and maintaining a positive learning environment for all
- to organize, allocate, and manage the time for, and transitions between, activities

Matricino Rotinomente

Management plan is put into practice. The students participate in setting rules and consequences. The teacher makes observations. Teacher and students evaluate effects. Determines what is working, what is not, why, and modifies the plan.

The teacher uses action-research to demonstrate...

- a plan of the physical space and rationale for layout to match learning goals
- placement and routines for managing materials and supplies, giving rationale for choices
- how students participate in designing standards of conduct, consequences, and classroom management plan
- how s/he evaluates when structure is too strict or too loose to meet the learning requirements of the students
- how s/he monitors whether student behavior is appropriate to the type of learning and how s/he communicates the need for correction
- routines used during different kinds of learning activities and how s/he manages the transitions between spaces and activities

Optimal Performance

The teacher continually works to involve students more in classroom management. S/he has a wide repertoire of management strategies and knows how to work with students to apply them. Continually adjusts management strategies according to students and needs of situation.

Theteacher demonstrates proficiency by showing...

- new strategies and activities to help students use peer pressure positively to maintain classroom behavior
- many creative ways to arrange classroom environment to stimulate classroom learning
- a variety of ways to create interactive bulletin boards that become part of the active learning
- a variety of ways to transition students between activities with a minimum amount of unnecessary time lost

Professional Growth Plan

Vancouver School District

Professional Growth Plan
Performance-Based Pilot Project
Designed for teachers
renewing their continuing teaching certificate



Vancouver School District

Professional Growth Plan Performance-Based Recertification Demonstration

PROJECT REVIEW & COMMITTEE RECOMMENDATIONS



Full Scree

Project Participant:

The following is the project review and committee recommendation for acceptance of your professional growth project. Areas needing information and/or elaboration are indicated below. Please provide requested information as indicated by the checked box(es)/comments and resubmit the form to Professional Development via inter-office mail.

Thank you for your involvement in this pilot project tailored to your professional growth needs.

Educator:	Building and Assignment: School Year:
Step 1	Professional Growth—Area of Focus Include area of focus from VSD Self-Assessment (Criterion and Critical Element)
Ston	Include area of focus from Correlated Professional Teaching Standard and Strand Your rationale for choosing this goal?
Step 2	Comments:
Step	Your Prior Knowledge and Experience
3	Identify current stage of Professional Growth (see page B, Stages of Professional
	Growth)
	Comments:
Step	Identify New Learning
4	Comments:
Step	Identify Professional Growth Activities
5	Identify specific professional growth activities (courses, books, research articles, peer
	observations, etc.)_
	Comments:
Step	Timeline for Proposed Professional Growth Activities
6	│
	Identify activities to be completed each month
	Comments:

Professional Development Alternative Certification



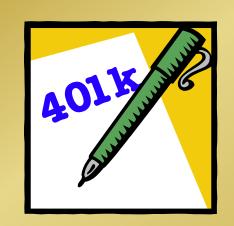
- OSPI pilot project to continue teacher certificate through personalized professional growth projects relevant to their teaching assignment.
- Participants collaborated with their administrator and shared their evidence of professional growth at the end of the project.
- Participants shared with a mentor their plan, what they learned, and next steps.
- Participants found the process authentic, relevant, and powerful and are advocating for its continuance.

Interview Team Observations

- Plans evolved
- Reflective conversation initiated
- Teachers owned the process/outcome
- Curiosity and relevance affirmed



Benefits



- Pay for professional growth
- Earn clock hours for recertification and salary lane change
- Real-problem focus
- Reflective "practitioning"
- Personalized choices: of focus, pace, depth, level of mastery
- Intentionality
- Positively impacts student learning—timely, pertinent, responsive

Special Considerations

- Compensation
- Suspension
- Support
- Assurances



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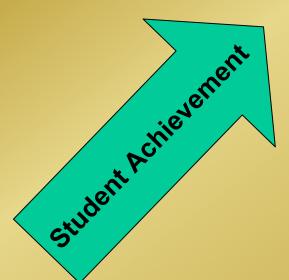


Development PRO

PROFESSIONAL CERTIFICATION CHALLENGE

Evaluation

Conflicting
Or
Complimenting





PROFESSIONAL CERTIFICATION SOLUTION

